

STUDENT WRITER PROFILE

TOOLS FOR INQUIRY

APPENDIX D

WRITING SURVEY

NAME _____ DATE _____

1. Are you a writer? _____
(If your answer is YES, answer question 2a. If your answer is NO, answer 2b.)
- 2a. How did you learn to write?
- 2b. How do people learn to write?
3. Why do people write? List as many reasons as you can think of.
4. What does someone have to do or know in order to write well?
5. What kinds of writing do you like to write?
6. How do you decide what you'll write about? Where do your ideas come from?
7. What kinds of response help you most as a writer?
8. How often do you write at home?
9. In general, how do you feel about what you write?

Collaborative Assessment Conference

Steve Seidel, Director of Project Zero, Harvard University

This protocol has several purposes:

- to enhance teachers' perceptions of all their students' work by honing the teachers' perceptual skills
- to encourage depth of perception by demonstrating all that can be seen in a single students' work
- to encourage a balance in perception—the habit of looking for strength as well as need
- to encourage conversations among teachers about what the work shows and of how they can act individually and collectively on what it shows in order to benefit their students

Each step is initiated with a particular question:

- What do you see?
- What questions does this work raise for you?
- What do you think the student is working on?
- What are the implications for teaching and learning?

Aspects of this protocol:

- ✓ withholding context
- ✓ withholding judgments
- ✓ hearing your colleagues describe what they see on the page (and saying what you see)

The Collaborative Assessment Conference Protocol

Developed by Steve Seidel and colleagues at Harvard Project Zero

1. Getting Started

- The group chooses a facilitator who will make sure the group stays focused on the particular issue addressed in each step.
- The presenting teacher puts the selected work in a place where everyone can see it or provides copies for the other participants. S/he says nothing about the work, the context in which it was created, or the student, until Step 5.
- The participants observe or read the work in silence, perhaps making brief notes about aspects of it that they particularly notice.

2. Describing the Work

- The facilitator asks the group, "What do you see?"
- Group members provide answers without making judgments about the quality of the work or their personal preferences.
- If a judgment emerges, the facilitator asks for the evidence on which the judgment is based.

3. Asking Questions About the Work

- The facilitator asks the group, "What questions does this work raise for you?"
- Group members state any questions they have about the work, the child, the assignment, the circumstances under which the work was carried out, and so on.
- The presenting teacher may choose to make notes about these questions, but s/he does not respond to them now—nor is s/he obligated to respond to them in Step 5 during the time when the presenting teacher speaks.

4. Speculating About What the Student Is Working On

- The facilitator asks the group, "What do you think the child is working on?"
- Participants, based on their reading or observation of the work, make suggestions about the problems or issues that the student might have been focused on in carrying out the assignment.

5. Hearing from the Presenting Teacher

- The facilitator invites the presenting teacher to speak.
- The presenting teacher provides his or her perspective on the student's work, describing what s/he sees in it, responding (if s/he chooses) to one or more of the questions raised, and adding any other information that s/he feels is important to share with the group.
- The presenting teacher also comments on anything surprising or unexpected that s/he heard during the describing, questioning and speculating phases.

6. Discussing Implications for Teaching and Learning

The facilitator invites everyone (the participants and the presenting teacher) to share any thoughts they have about their own teaching, children's learning, or ways to support this particular child in future instruction.

Some Guidelines for Learning from Student Work

Here are some useful reminders to help us stay focused on the evidence before us and on listening to multiple perspectives, rather than getting bogged down in assumptions or evaluations.

When looking for evidence of student thinking:

- Stay focused on the evidence that is present in the work.
- Avoid judging what you see.
- Look openly and broadly; don't let your expectations cloud your vision.
- Look for patterns in the evidence that provide clues to how and what the student was thinking.

When listening to colleagues' thinking:

- Listen without judging.
- Tune in to differences in perspective.
- Use controversy as an opportunity to explore and understand each other's perspectives.
- Focus on understanding where different interpretations come from.
- Make your own thinking clear to others.
- Be patient and persistent.

When reflecting on your thinking:

- Ask yourself, "Why do I see this student work in this way? What does this tell me about what is important to me?"
- Look for patterns in your own thinking.
- Tune in to the questions that the student and your colleagues' comments raise for you.
- Compare what you see and what you think about the student work with what you do in the classroom.

When you reflect on the process of looking at student work, ask:

- What did you see in this student's work that was interesting or surprising?
- What did you learn about how this student thinks and learns?
- What about the process helped you see and learn these things?
- What did you learn from listening to your colleagues that was interesting or surprising?
- What new perspectives did your colleagues provide?
- How can you make use of your colleagues' perspectives?
- What questions about teaching and assessment did looking at this student's work raise for you?
- How can you pursue these questions further?
- Are there things you would like to try in your classroom as a result of looking at the student's work?

(Source: In "Learning from Student Work," Eric Buchovecky of the Atlas Communities project has described a collaborative process adapted from the work of Mark Driscoll at Education Development Center and that of Steve Seidel and others at Harvard University's Project Zero.)

The Power of Protocols
An Educator's Guide to Better Practice

By

Joseph P. McDonald, Nancy Mohr, Alan Dichter, Elizabeth C. McDonald
Teachers College Press, Columbia University 2003

Protocols force transparency. By specifying, for example who speaks when and who listens when, protocols segment elements of a conversation whose boundaries otherwise blur. They make clear the crucial difference between talking and listening, between describing and judging, or between proposing and giving feedback. In the process, they call attention to the role and value of each of these in learning, and make steps of our learning visible and replicable. (p. 5)

Protocols may encourage an environment for learning (by educators *and* their students) based on the theory that knowledge is socially constructed. That is, encounters with other people's understanding enable learners to gain and deepen their own understanding. It is a theory well supported by research. (p.7)

Like their counterparts in diplomacy, technology, science, medicine, and social science, the kinds of protocols we describe and promote in this book constrain behavior in order to enhance experience. [Protocols] help enrich educators' descriptive powers, intensify their listening, enhance their qualities of judgment, and facilitate their communication with each other. They help us to become genuinely professional and genuinely accountable. (p.7)